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BASIC SKILLS IMPROVEMENT POLICY 4

1981-82 Student Achievement of Minimum Standards in the Basic Skills

of

Reading, Writing, and Mathematics

Report on Individual Massachusetts School Districts

Second Annual Report

GOVERNMENT DOCUMENTS

COLLECTION

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#### I. INTRODUCTION

#### A. Background

This report provides a statistical summary of the data submitted by local school districts in Massachusetts on their "1981-82 Annual Report on Basic Skills Improvement Programs." All public school districts were required to submit this report to the Massachusetts Department of Education under Section 40.09 of the Regulations for Implementation of the Policy on Basic Skills Improvement. Required in this section was that districts annually report:

"...the number and percentage of students by race, sex, and linguistic minority who have and have not achieved the minimum standards for each basic skill established by the public school district for the early elementary, later elementary, and secondary levels."

These <u>Regulations</u> were promulgated by the State Board of Education on January 23, 1979, after the Board had adopted the <u>Policy on Basic Skills</u> Improvement on August 29, 1978.

Under the <u>Policy</u> and <u>Regulations</u>, school districts were required to develop basic skills improvement program plans for the skills of reading, writing, and mathematics by August 1, 1980, for three grade levels - early elementary (K-3), later elementary (4-6), and secondary (7-12). At all grade levels, these program plans contained the following components:

- a description of how administrators, teachers, parents, employers, students (at the secondary level only), and the general public participated in the development of the plan;
- 2) the basic skills objectives and level of achievement (minimum standards) for reading, writing, and mathematics;
- 3) the instruments selected to evaluate student achievement of minimum standards;
- 4) the grade level for evaluating students;
- 5) a description of how the public will receive information on the plan; and
- 6) a description of the follow-up instructional programs and services to be provided students not achieving minimum standards.

School districts were required to start implementing these program plans during the 1980-81 school year. For the past two years, school districts reported (along with other data) the following information on their program results at each grade level and for each skill (reading, writing, and mathematics):

- 1. the grade level in which students were evaluated;
- the evaluation instrument (or instruments) which were administered;
- a description of the minimum standard used to determine if students had achieved basic skills;
- 4. the number of students evaluated who achieved minimum standards;
- 5. the number of students evaluated who did not achieve minimum standar
- 6. the number of students exempted from the program or not evaluated during the school year.

This information from school district reports is displayed in the nine computer printouts (one for each skill and grade level) which are found in this document.

# B. <u>Description of Data Displayed in the Printouts of School District</u> Report Data

Sections II through X of this document are comprised of copies of nine computer printouts containing data submitted by school districts in their 1981-82 Annual Report on Basic Skills Improvement Programs.

The nine printouts are organized in the following order:

Section II - Early Elementary (K-3) Reading

Section III - Early Elementary (K-3) Writing

Section IV - Early Elementary (K-3) Mathematics

Section V - Later Elementary (4-6) Reading

Section VI - Later Elementary (4-6) Writing

Section VII - Later Elementary (4-6) Mathematics

Section VIII - Secondary (7-12) Reading

Section IX - Secondary (7-12) Writing

Section X - Secondary (7-12) Mathematics

Each printout displays the same type of information. The following data is provided for each school district (school districts are identified in the first two columns in each row of the printouts by a three digit code number

followed by the name of the district):

- 1. Grade This number is the grade in which students were evaluated. For early elementary, this grade is reported on the printouts as either 1, 2, or 3. For later elementary, this grade is either 4, 5, or 6. For secondary, this grade is either 7, 8, or 9.
- 2. Evaluation Instrument The instrument used by school districts is reported on the printouts as a one or two digit code number.

  Before each printout, there is a table which states the name of each instrument associated with each code number. Some school districts administered more than one instrument for a particular grade level and skill. This situattion is not reported on the computer printouts because of column limitations in the data field. Districts which used more than one instrument at a particular grade level were contacted by the Department of Education and asked which of the instruments should be coded and reported on this printout.
- 3. Minimum Standard The minimum standard is the score on the evaluation instrument administered for a particular skill at a specific grade level that a student had to obtain in order to be reported as achieving standards. The minimum standard was reported by school districts differently for reading and mathematics than for writing.
  - a. For reading and mathematics, the minimum standard was reported by school systems as either the percentage of test items students had to answer correctly or the number of test items students had to answer correctly of the total number of items on the test. All standards reported with the latter information were converted to a percentage correct. All minimum standards were thus coded and reported on the printouts as the percentage of items students had to answer correctly on the test.

In some districts, it was not possible to convert the standard to a percentage correct. In these cases, the minimum standard was coded and is reported on the printouts as NK (not keypunched). For districts that administered more than one test for a particular grade level/skill, only the standard for the test reported in the evaluation instrument column was keypunched and reported. Finally, some districts established a minimum standard for different sections (e.g. subtests) of a test battery. Because of the column limitations in the data field, the minimum standards on each of the subtests could not be coded and reported. For districts that set standards on different subtests, the standard was reported as the percentage of items a student had to answer correctly on the total test.

b. For writing, school districts administered either an objectiveitem test and/or a writing sample(s). When districts administered only an objective-item test, the writing standard was coded and is reported as the percentage of items on the test students had to answer correctly. (This percentage is equivalent to the type of standard reported for reading and mathematics.)

Districts which administered writing samples usually scored these samples using either the holistic or analytic methods. Most districts using the holistic method of scoring writing samples had two people rate each writing sample on a scale of 1 to 4 (with 1 the lowest score assigned to a paper and 4 the highest score). The total score on a paper rated in this manner thus ranged from 2 to 8. When two writing samples were administered, the scores on both samples were either totaled so that the students' scores could range from 4 to 16 ( a scale of 2-8 on both samples) or the scores on both samples were averaged and reported on the 2-8 scale. Some districts used a variation of this holistic scoring method (e.g., rating on a 5 point rather than a 4 point scale, using three raters rather than two raters). Standards established using holistic scoring were code and are reported as the minimum score students had to receive in order to be reported as achieving standards followed by a slash (/) and the total possible score students could receive.

Districts using the analytic scoring method reported standards as numbers which were either comparable to an objective - test item score or a holistic score. These standards were coded and are reported on the printout on the basis of what school districts reported.

If districts administered both an objective-item test and a writing sample(s) at a particular grade level, only the standard on the writing sample(s) was coded and reported on the printouts because of column limitations in the data field.

In some cases the standards reported by school districts could not be converted into a percentage correct or holistic score. When this situation occurred the standard was coded and reported as NK (not keypunched).

See Basic Skills Improvement Policy Implementation Guide #2 (Revised Edition):
Writing Assessment Manual for a detailed discussion of these methods of scoring writing samples.

5.

- 4. Students Evaluated In these columns, the number and percentage of students achieving and not achieving minimum standards as reported by school districts is recorded on the printouts. The "TOTAL" column in this section is the total number of students who were evaluated in the district for the particular grade level and skill. The percentage of students achieving and not achieving standards was calculated using this "TOTAL" figure as the denominator and the number of students achieving standards and not achieving standards as the numerator.
- 5. Students Exempted/Not Evaluated In these columns the number of students reported by school districts as exempted/not evaluated is recorded on the printouts. The total number of students exempted/not evaluated is reported as well as the total number of students in each of the following three exempt/not evaluated categories Special Education exemption, Limited English Ability exemption, and Other. The total number of students evaluated and the total number of students exempted/not evaluated have to be added together in order to determine the total number of students reported by a school district for a particular grade level and skill.

In addition to the data displayed for each school district, state totals for the number and percentage of students achieving and not achieving standards as well as state totals for the number of students exempted/not evaluated appear in two places. This data is displayed as the last line ("TOTALS") on the printouts for each grade level/skill. In addition, there are three special printouts on pages 32, 57, 79, with state totals for particular grade levels.

## C. Cautions in Interpreting the Data

Many people who review the printouts in this report will be interested in making comparisons among school districts. For example, people may want to draw conclusions as to which districts had high standards and which districts had low standards or which districts had high student performance on the basic skills tests and which districts had low student performance. Before attempting to make any interdistrict comparisons with these individual district results, readers should be cautioned regarding the limitations of this data base. These limitations are discussed in this section.

The reader should first note that the <u>Policy on Basic Skills Improvement</u>, as adopted by the Massachusetts State Board of Education, was not intended to be a vehicle for collecting data that would be used to compare school districts. The primary purpose of the <u>Policy</u> was "to assist all students in achieving mastery

Please refer to Section 40.10 of the <u>Regulations for Implementation of the Policy on Basic Skills Improvement</u> for definitions of the Special Education and Limited English Ability exemption categories. The "Other" category included students who were never evaluated during the 1980-81 school year because they were absent when ever the tasts were administered or students who transferred into the district after tasting was completed.

of basic skills prior to high school graduation through the provision of appropriate curriculum, instruction, and evaluation". I To help achieve this purpose, all public school districts in Massachusetts were required to establish minimum standards in the basic skills, to evaluate students to determine whether they have achieved these standards, and to report publicly on the results of their evaluation of students. The Policy, by design, encouraged local autonomy and flexibility in deciding what minimum standards should be established and what evaluation instruments should be administered. It should come as no surprise, then, that the printouts in this report indicate a high degree of variation in district standards and tests.

The reason why the State Board of Education required school districts to report publicly on the results of their evaluations of student basic skills achievement was to promote a dialogue at the local level regarding overall student achievement in light of the minimum standards established by the individual community. The expectation was that, where appropriate, these results would be used for "diagnosing learning needs and adjusting the regular curriculum to meet these needs." <sup>2</sup> The publication of individual school district results in this report may be viewed by some people as violating these basic principles of the Policy because these printouts make it much easier to make interdistrict comparisons than if the raw data from the reports had to be pulled from a file. The Department of Education, under freedom of information laws and requiations, is required to provide this data to people who request it. Because of this situation, it was decided that the most efficient way to make individual school districts' basic skills results publicly available was through this publication. In addition to fulfilling legal obligations, this publication offered a vehicle for describing the background to the Policy, so that the data would hopefully be used and interpreted in their proper context.

In addition to the policy framework just discussed, the following specific limitations in the individual school district results should be kept in mind when reviewing the data:

- Districts established different minimum standards, used different tests, and administered tests at different grade levels.
- 2. Districts that apparently used the same test at the same grade level (as indicated by the evaluation instrument code numbers on the printouts) may in fact not have used identical tests.

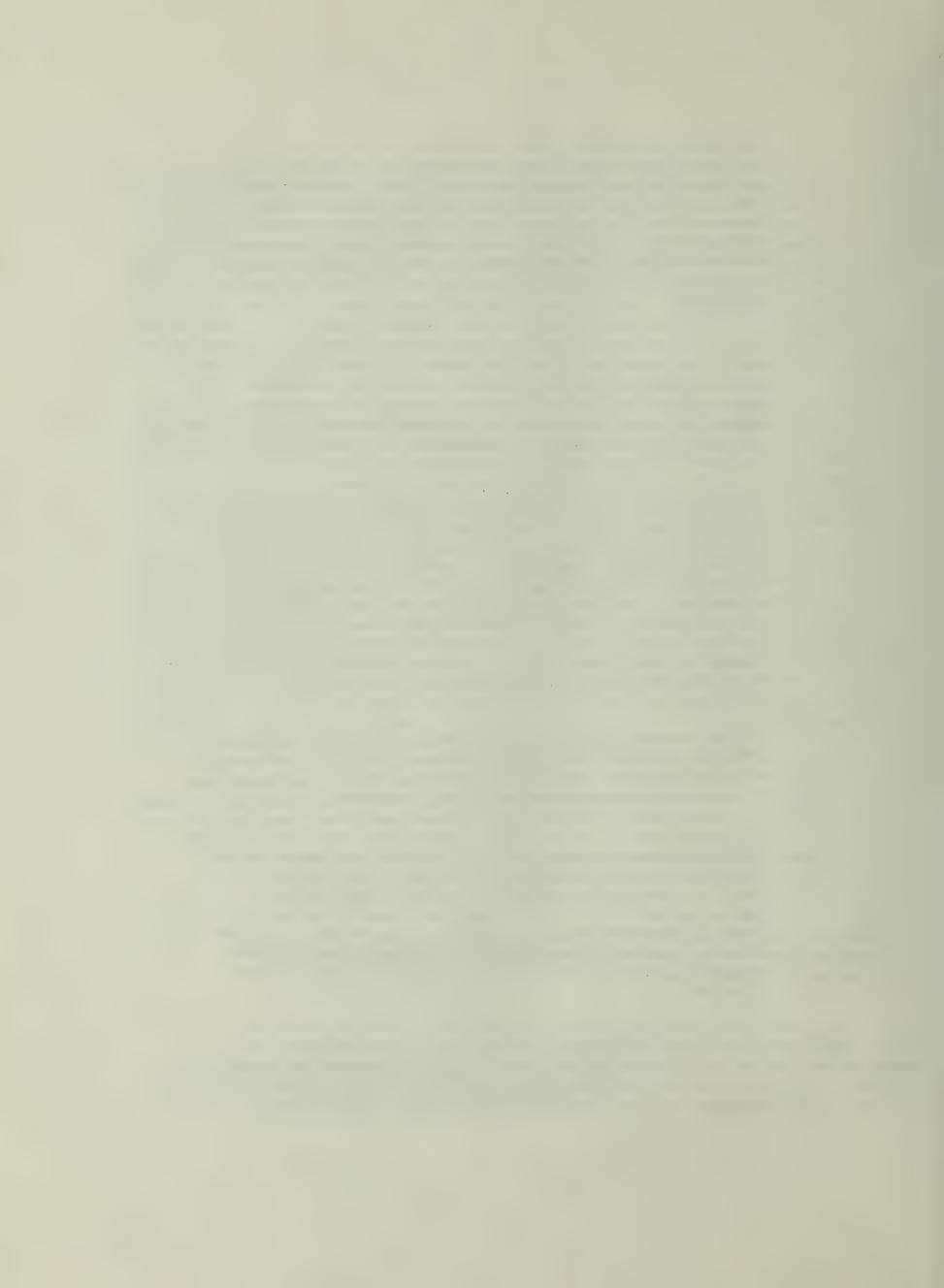
<sup>1</sup> Basic Skills Improvement Policy and Regulation, p. 3

<sup>2</sup> Basic Skills Improvement Policy and Regulations, p.8

Most major achievement test batteries, such as the California Achievement Test and lowa Test of Basic Skills, have numerous sections or subtests. The printouts don't indicate which subtest(s) within an achievement battery were administered by school districts. Readers should contact school districts to learn exactly which subtests were administered before comparing the performance and/or standards of districts that are using the same test batteries.

- 3. Districts may have calculated the minimum standards in different ways. For example, in writing tests a score of 4/8 for one district may mean a score on one writing test whereas 4/8 in another district may indicate an average of two or more tests even though only one test could be reported because of limitations in the data field. Caution is necessary for interpreting this data in terms of interdistrict comparisons.
- 4. Districts which administered the same test (such as the state secondary level reading tests) may not have administered the tests at the same grade level. District results are affected by the grade level and time of year the tests were administered. For example, seventh graders would not be expected to perform as well on a mathematics test as ninth graders. Even within the same grade, students tested in September of the school year would not be expected to perform as well as students tested in June. Note that the printouts only indicate the grade the tests were administered, not the time of year within the grade.
- 5. The percentage of students who were exempted/not evaluated differed from one district to another. District performance was also probably affected, to some extent, by the percentage of students who were exempted or not evaluated.
- 6. If two or more districts administered identical tests, at the same grade level, at the same time of year, and with the same minimum standard, there are still reasons why comparing district performance should be carried out with extreme caution. There are many differences among school districts in Massachusetts which impact on student test performance. These differences include: community socioeconomic status, especially property wealth and parent educational levels; per pupil expenditures; and school curricula and program offerings.

One final cautionary note should be considered when reviewing this data. There are likely some discrepancies between the data reported by school districts on their Annual Reports and the data displayed in these printouts. If there are any discrepancies, they are a result of human error that will occur whenever such a massive amount of data is processed.



## SECTION II

## EARLY ELEMENTARY (K-3) READING

## EVALUATION INSTRUMENT CODE NUMBERS

CODE	INSTRUMENT
01	Local Test
02	lowa Test of Basic Skills, 1978-82
03	Stanford Diagnostic, 1976
04	Metropolitan Achievement Test, 1977-78
05	Sequential Tests of Educational Progress, Circus, 1979
06	Metropolitan Achievement Test, 1970-71
07	California Achievement Test, 1977-78
08	Comprehensive Test of Basic Skills, 1973-75
09	SRA Achievement Series, 1978-79
10	Test for Rolling Along (Scott Foresman), 1974
11	SCORE (Houghton Mifflin), 1977
12	Stanford Achievement Test, 1972-74
13	SRA SOBAR Reading Mastery Test, 1975
14	Gates-MacGinitie Reading Test, 1978
15	Individual Criterion Reference Test (Educational Progress),
16	1976-78
10	Doren Diagnostic Test (Scott Foresman, Open Highways Test), 1973
17	lowa Test of Basic Skills, 1971
18	California Achievement Test, 1970
19	Perscriptive Inventory (CTB McGraw Hill), 1980
20	Keys to Reading (Economy Company), 1972
21	Holt Basic Reading System Management Program, 1980
22	Harcourt Brace Reading Test, 1974-75
23	Basal Reading Series Test (Houghton Mifflin), 1971
24	Criterion Referenced Tests: Wisconsin Design, 1977
25	MacMillan Reading Test, 1970-75
26	Comprehensive Test of Basic Skills, 1969
27	Stanford Diagnostic, 1972
28	Reading Placement Test 8 (Scott Foresman), 1976
29	Educational Records Bureau Comprehensive Testing (ETS), 1975
30	Individual Pupil Monitoring System (Houghton Mifflin), 1978
31	Orbit Criterion Reference Test (CTB/McGraw Hill), 1980-81
32	Ginn 720, Criteria Exercises and Mastery Tests, 1976
29 30 31 32 33 34	Stanford Achievement Test, 1978
	Perscriptive Reading Inventory (CTB/McGraw Hill), 1976-77
35	Comprehensive Test of Basic Skills, 1981
36	Ginn 720 Mastery Test, 1980 Educational Records Bureau, Comprehensive Testing (ETS), 1982
37	Educational Records Bulleau, Comprehensive resemble (E10), 1902



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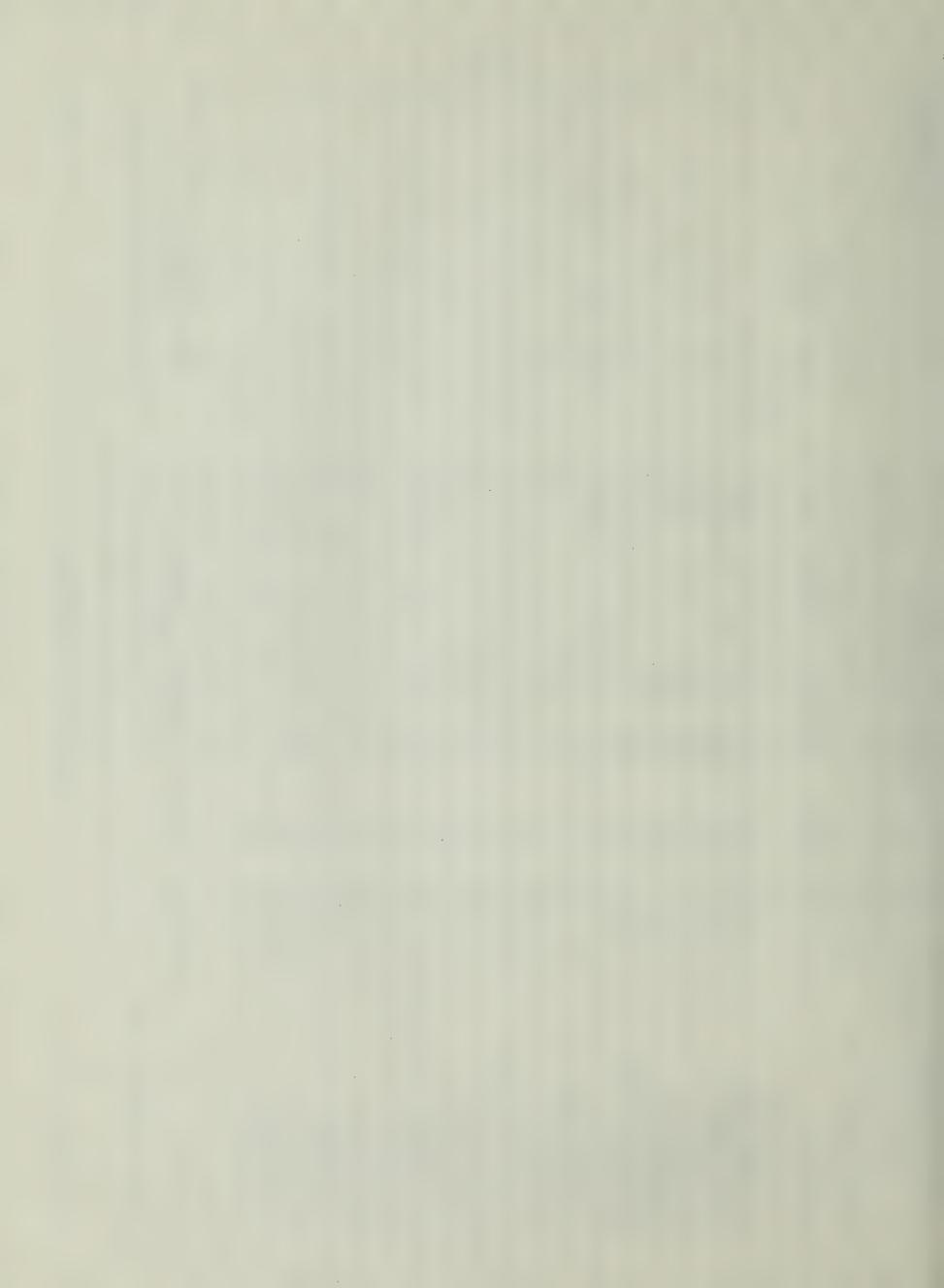
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### SECTION III

## EARLY ELEMENTARY (K-3) WRITING

## EVALUATION INSTRUMENT CODE NUMBERS

CODE	EVALUATION INSTRUMENT
01	Local Test
02	Metropolitan Achievement Test, 1978-79
03	lowa Test of Basic Skills, 1978-79
04	lowa Test of Basic Skills, 1971
05	California Achievement Test, 1977-78
06	Stanford Achievement Test 1972-73
07	SRA Achievement Series, 1978
08	California Achievement Test, 1970
09	Comprehensive Test of Basic Skills, 1973-74
10	Sequential Test of Educational Progress, 1979
11	Story Card, Peabody Language Development Kit, 1965
12	Metropolitan Achievement Test, 1971
13	Individual Pupil Monitoring System (Houghton-Mifflin), 1978
14	Laidlaw Curriculum Cumulative Test, 1975
15	SCORE (Houghton Mifflin), 1977
16	State Test
17	Comprehensive Test of Basic Skills, 1981
18	Educational Records Bureau Comprehensive Testing (ETS), 1982
10	Ladda Crona - Nood as Darious Comprehensive Volume 19 (2017)



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	51	981-82	ANNUAL REPL	ORT ON BA	SIC SK	ILLS IM	PROVEMENT	ENT PROGRAMS					
## ARLY ELEMENTAKY (K-3)**		•			STUDE	NTS EVALU	UATED		- STUCENT	S EXEMPTECINOT	FVAL	UATED -	
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AMHE	יו פי	100	3/4	157	990	97	<u>*</u>	163					
OLC ARI INCTON		001	4/8	274	82	19	18	3.15	7	,		31	
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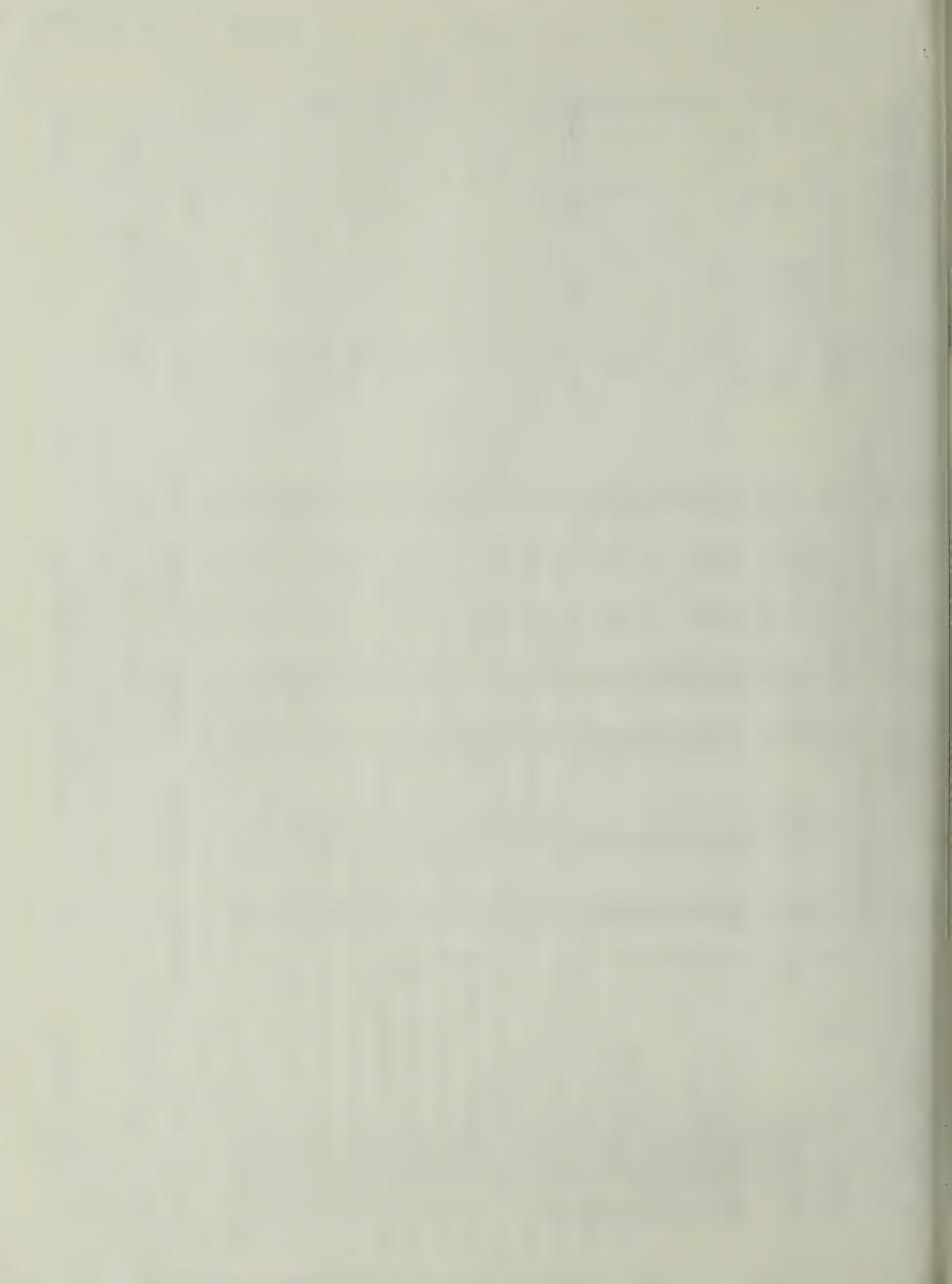
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9 0	1 96 1	-82 ANNUAL	REPORT ON BASIC	SKILLS IN	MPRUVE ME NT PRI	PRUGRAMS			
**LAKLY ELEMENTARY (K-	3) **	٠	STUI	STUDENTS EVAL	LUATED	- STUDENT	S EXEPPTECINOT	T FVALUATED -	
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	1961	82 ANNUAL REPO	ORT ON BASIC SK	ILLS IMPRI	SVEMENT PROGRAMS				
** ELEMENTARY (K-3) **			STUDE	ENTS EVALUATED	(	- STUCENTS	EXEMPTEC/NOT	T FVALUATER -	
**************************************	GRADE INST	L MINIMUM T STANDARD	STANDARDS	NET ACHIEVING STANDAKDS	NG TOTAL	PECIAL	LIMITED		
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	3 000	8/4		1 2	95		-		<b></b> u
249 RICHMUND	100 €	N. N.	25 96		976				
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RUCKL	1000 €	4/B	182 91	17 9	661	-		_	~ ~
RUWE	7 001	5/8		6 67	6			•	
254 RUBLEY	3 003	04			45				-
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SALIS	3 003	33	66 06	5	96				
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2	100 6	4/8	304 94		324	The state of the s	•		-
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A STUKBK IDEE	100	000	66 06	1 00	16	2			
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	1981-82	ANNUAL REPOR	RT ON BASIC	\$  \S	LS IMPR	OVE ME NT	T PROGRAMS	\$				0
**LAKLY ELEMENTAKY (K-3)**	•		15	STUDENT	IS EVALU	ATED -		- STUBENTS	S EXEMPTEC/NCT	ANCT EVALUATED	TED -	1
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od UK UUGH	3 000	56 4/8	200	96	33	34	× 50	7		-	<b>1</b> 71	
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MAKKE	100 F	8/8		87	Q	13		-			2	
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WEST BROOKFIELD	3 001	2/8		100			35			5	<b>W</b> 1	22
S MESTE	3 003	62		75	83	25	334	13		7	54	•
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	100	7.5 2.5		90	<b>-</b>	= ~	175	<b>,</b> [1	•			
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CENTRAL BERKSHIRE	100 €	4/8		19	28	21	137	2			,	13
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UATE UP RUN 12/25/02			COMMO	COMMONWEALTH OF MASSACHUSETT	OF MAS	SACHUSE	115				4.6	#8203C	(
	51	1981-82	ANNUAL REPORT	ET UN BASIC	SKILLS	LS IMP	IMPROVEMENT	PROCRAMS				1200	
Y ELEMENTAKY (K-3) **					STUDENTS		EVALUATED		- STUCENTS	EXEMPTEC/NGT EVALUATED	FVALUE	17ED -	(
AN ITING.	GRACE	EVAL	MINIMUM	ACHIEVING STANDARDS		STANDAR	VING DS	TOTAL	S PECIAL E DUC	LIMITED ENGLISP ABILITY O	OTHER	TOTAL	
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HALLEMONT NE NJ UN-UP T UN		100	3/8		100			24	) <b>a</b> m g			, <b></b> (7) (	٠ (
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TUTALS			20	50,796	61 4.	906**	9 55,725	727	2.441	1,300	978	4.725	
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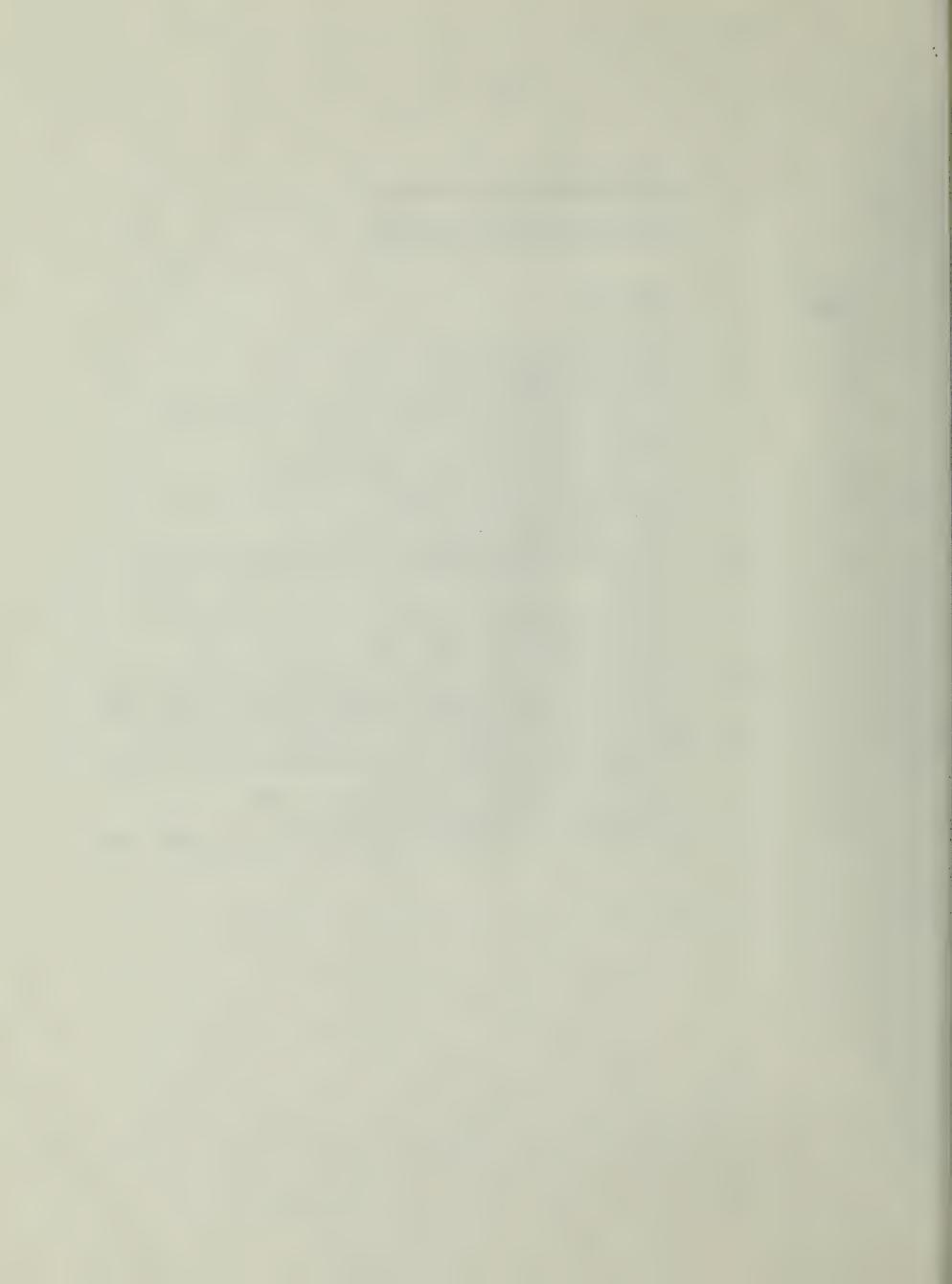


#### SECTION IV

### EARLY ELEMENTARY (K-3) MATHEMATICS

#### EVALUATION INSTRUMENT CODE NUMBERS

CODE	INSTRUMENT
01	Local Test
02	lowa Test of Basic Skills, 1978-82
03	Stanford Diagnostic, 1976-77
04	Metropolitan Achievement Test, 1978
05	Sequential Tests of Educational Progress, Circus, 1979
06	Metropolitan Achievement Test, 1970-71
07	California Achievement Test, 1977-78
08	Comprehensive Test of Basic Skills, 1973-75
09	SRA Achievement Series, 1978-79
10	SCORE (Houghton Mifflin), 1977
11	Stanford Achievement Test, 1972-74
12	SRA SOBAR Mathematics Mastery Test, 1975-76
13	Individual Criterion Reference Test (Educational Progress), 1977-78
14	lowa Test of Basic Skills, 1971
15	California Achievement Test. 1970
16	MacMillan Mathematics Test, 1976
17	Comprehensive Test of Basic Skills, 1969-70
18	Individual Pupil Monitoring System (Houghton Mifflin), 1978 Educational Records Bureau Comprehensive Testing (ETS), 1975
19	
20	Holt Curriculum Cumulative Test, 1978
21	Orbit Criterion Referenced Test (CTB/McGraw Hill), 1980-81
22	Diagnostic Mathematics Inventory (CTB/McGraw Hill), 1975-78
23	Stanford Achievement Test, 1978
24	Mathematics Around Us (Scott Foresman), 1978
25 26	Comprehensive Test of Basic Skills, 1981
20	Educational Records Bureau Comprehensive Testing (ETS), 1982



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SULTHMER LILE	SUMERVILLE         3         022         81         460         97           SUUTHAMPTUN         3         001         80         61         100           SUUTHAMPTUN         2         007         50         89         96           SUUTHAMPTUN         3         002         30         182         95           SUUTHAMPTUN         2         001         80         111         97           SUUTHAMPTUN         3         002         30         182         95           SUUTHAMPTUN         3         001         60         117         97           SPENCER         3         002         60         173         96           SPENCER         3         002         174         92           SPENCER         3         002         174         92           STURBALION         3         002         74         100           SUDGURY         3         002         78         97           SUDGURY         3         001         65         174         100           SUDGURY         3         001         79         140         97           SHARPSCUTT         3         <	ET	100	80		1 00		minute in 15 to 15	221	5			6	1
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SUDTHER LOCK         3         187         95         97	SUUTHBRIDGE         3         002         30         182         95           SUUTHBRIDGE         3         001         80         111         97           SUUTHBRIDGE         3         001         80         111         97           SUUTHBRIDGE         3         001         80         107         90           SPENCER         3         002         50         159         97           SPENCER         3         002         50         159         97           SPENCER         3         002         132         174         90           SPENCER         3         002         173         174         90           SIERLING         3         001         73         174         90           SIURHAM         3         008         56         174         90           SIURHAM         3         0001         50         74         100           SUDGURY         3         001         79         170         90           SUDGE         73         140         97         140         97           SHANDER         3         001         79         140         97     <	-	100	0.0	100	001	4	•	19					•
SLUTH HADLEY         2         001         80         111         97         3         114           SUUTHHICK         3         001         60         107         90         12         10         119         4	SLUTH HADLEY         2         001         60         111         97           SUUTHMICK         3         001         60         107         90           SPENCER         3         025         60         107         90           SPRINGFIELD         3         012         32         1,238         98           STERLING         3         001         73         78         96           STERLING         3         001         73         78         96           STUNEHAM         3         008         56         174         92           STUNEHAM         3         001         50         74         100           STUNEHAM         3         001         50         74         100           STUNEHAM         3         001         74         100           STUNEHAM         3         001         78         95           STUNEHAM         3         001         78         97           SUDGURY         3         001         74         100           SUDGURY         3         002         77         100           SWANJERAMON         3         002         77		000	30	182	95	5	2	161				•	
SUNTHMICK         3         001         60         107         90         12         10         4	SUUTHWICK     3     001     60     107     90       SPENCER     3     0.25     60     159     97       SPRINGEILD     3     0.12     32     1,238     98       STERLING     3     0.01     73     78     96       SIUNEHAM     3     0.00     52     74     100       SIUNEHAM     3     0.00     52     74     100       SIUNEHAM     3     0.01     50     74     100       SIUNEHAM     3     0.02     78     91     100       SUDGUKY     3     0.01     NK     220     95       SUDGUKY     3     0.01     NK     220     95       SUDGUKY     3     0.01     79     140     97       SWANSEANSEA     3     0.01     79     140     97       ILENKSBURY     3     0.02     73     410     89       ILENKSBURY     3     0.02     73     410     89		100	80	111	16	<b>C</b>	<b>E</b>	114					
SPRINGFIELD         3         012         32         1,238         98         21         2 1,259         203         172         315           SIEKLING         3         001         72         78         96         31         4         81         70         9         172         315           SIUNCHION         3         002         56         174         96         16         8         190         9         1           SIUNCHION         3         001         50         174         100         91         7         1<	SPRINGFIELD         3         012         32         1,238         98           SIERLING         3         001         73         78         96           SIUNEHAM         3         008         56         174         92           SIUNEHAM         3         001         50         74         100           SIUNEHAM         3         001         50         74         100           SIUNERIDGE         3         001         78         91         100           SUDBURY         3         001         65         87         100           SUNDERLAND         2         004         52         15         100           SUNDBURY         3         001         65         87         100           SWANSLA         3         001         79         140         97           ILENSBURY         3         002         73         410         89           ILENSBURY         3         002         410         96		001	000	107	90	12	0 <b>1</b>	611	•			•	·
STEMLING         3         001         73         78         96         3         4         81         190         9         17         17         17         18         190         9         18 <th< td=""><td>STEKLING         3         001         73         78         96           STUNEHAM         3         008         56         174         92           STUNGHTON         3         009         52         33         100           STUNGHTON         3         0001         50         74         100           STUNGHTON         3         001         78         91         100           SUNDGHTON         3         001         78         95         95           SUNDGHTON         3         001         78         72         95           SUNDGHTON         3         001         79         140         97           SMANSLA         3         001         79         179         97           TAUNTUN         3         002         73         417         89           TISALINEY         3         002         73         417         89</td><td>FIELD</td><td>012</td><td>32</td><td>1,238</td><td>9.8</td><td>21</td><td> </td><td>259</td><td>503</td><td>211</td><td></td><td>315</td><td></td></th<>	STEKLING         3         001         73         78         96           STUNEHAM         3         008         56         174         92           STUNGHTON         3         009         52         33         100           STUNGHTON         3         0001         50         74         100           STUNGHTON         3         001         78         91         100           SUNDGHTON         3         001         78         95         95           SUNDGHTON         3         001         78         72         95           SUNDGHTON         3         001         79         140         97           SMANSLA         3         001         79         179         97           TAUNTUN         3         002         73         417         89           TISALINEY         3         002         73         417         89	FIELD	012	32	1,238	9.8	21		259	503	211		315	
STUNEHAM         3         008         56         174         92         16         8         190         9         1           STUNEHAM         3         008         52         33         100         1         74         1           STUNE         3         001         50         74         100         74         1         60         1           STUNE         3         002         78         71         100         97         5         23         5         6         7         6         7         6         7	STUNEHAM     3     008     56     174     92       STUUGHTON     3     009     52     337     100       STUW     3     001     50     74     100       STUKBRIDGE     3     022     78     91     100       SUDJUKY     3     001     NK     220     95       SUNJERLAND     2     004     52     15     100       SUNJERLAND     3     001     79     140     97       SHANPELAND     3     001     79     140     97       SHANSEA     3     002     73     410     89       TERNSBURY     3     002     33     316     96	F 9N	100	73	7.8	96	3		81					
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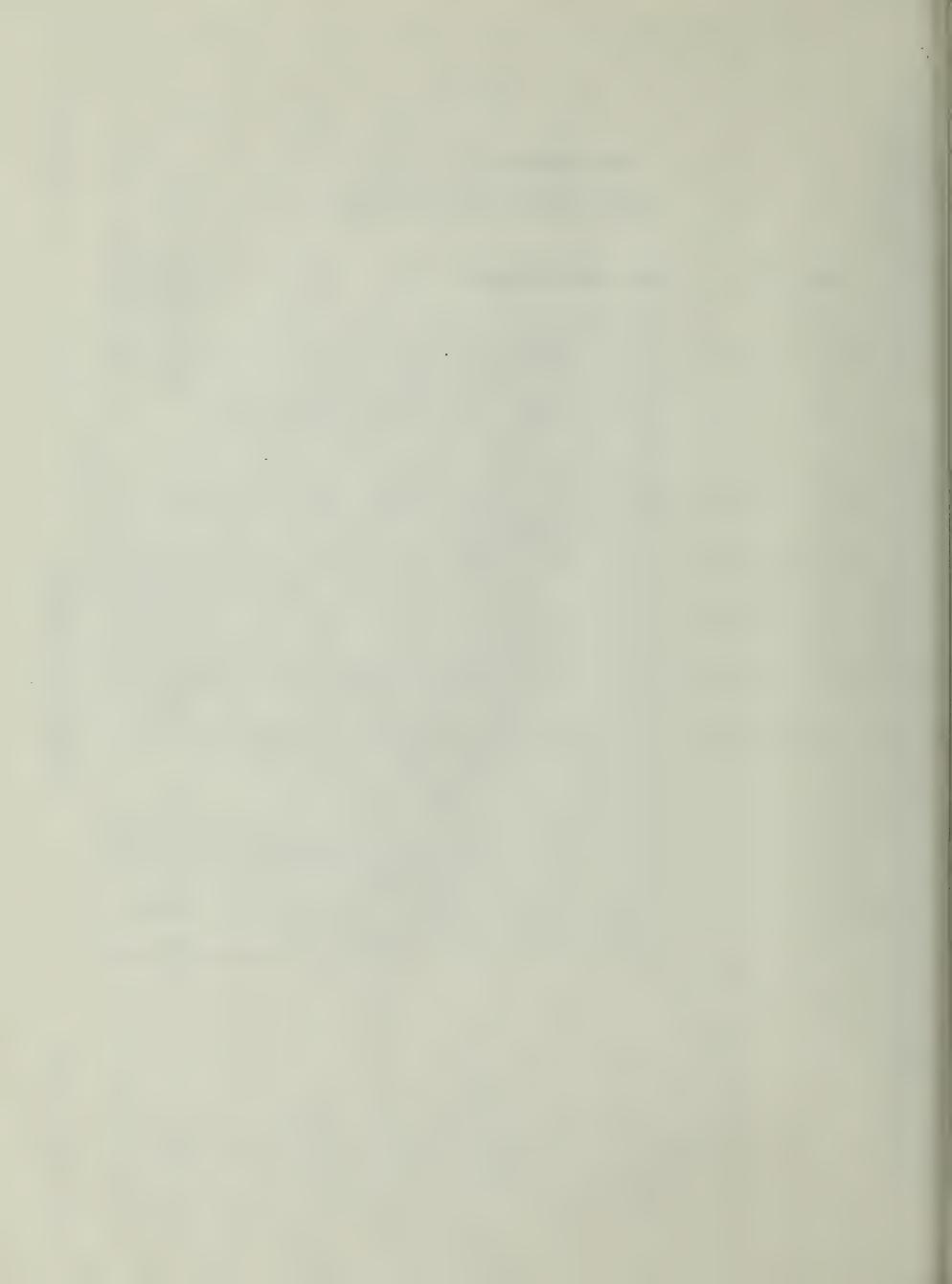
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hk I T I I G	50,796 91 4,906 9 55,722 2,447	447 1,360 978 4,725	32.
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#### SECTION V

### LATER ELEMENTARY (4-6) READING

#### EVALUATION INSTRUMENT CODE NUMBERS

CODE	EVALUATION INSTRUMENT
01 02 03 04 05 06 07 08 09 10	Local Test Iowa Test of Basic Skills, 1978-82 Stanford Diagnostic, 1976 Metropolitan Achievement Test, 1977-78 Sequential Tests of Educational Progress, 1979 Diagnostic Reading Tests(Economy Company), 1975 California Achievement Test, 1977-78 Comprehensive Test of Basic Skills, 1973-75 SRA Achievement Series, 1978-79 Open Highways, Seeking Adventure (Scott Foresman), 1974 SCORE (Houghton Mifflin), 1977 Stanford Achievement Test, 1972-74
13 14 15	SRA SOBAR Reading Mastery Test, 1975 Gates-MacGinitie Reading Test, 1978 Individual Criterion Reference Test (Educational Progress), 1976-78
16 17 18	lowa Test of Basic Skills, 1971 California Achievement Test, 1970 Perscriptive Reading Inventory, (CTB/McGraw Hill), 1980
19 20 21 22 23 24 25 26	Holt Basic Reading System Management Program, 1980 Harcourt Brace Reading Test, 1974-75 Basal Reading Series (Houghton Mifflin), 1971 Criterion Referenced Tests: Wisconsin Design, 1977 MacMillan Reading Test, 1970-75 Metropolitan Achievement Test, 1970-71 Comprehensive Test of Basic Skills, 1969 Stanford Diagnostic 1972
27 28 29 30 31 32 33	Stanford Diagnostic, 1972 Individual Pupil Monitoring System (Houghton Mifflin), 1978 Orbit Criterion Referenced Test (CTB McGraw Hill), 1980-81 Ginn 720, Criterion Exercises and Mastery Tests, 1979-80 Stanford Achievement Test, 1978 Prescriptive Reading Inventory (CTB McGraw Hill), 1976-77 Comprehensive Test of Basic Skills, 1981 Educational Records Bureau Comprehensive Testing (ETS), 1982



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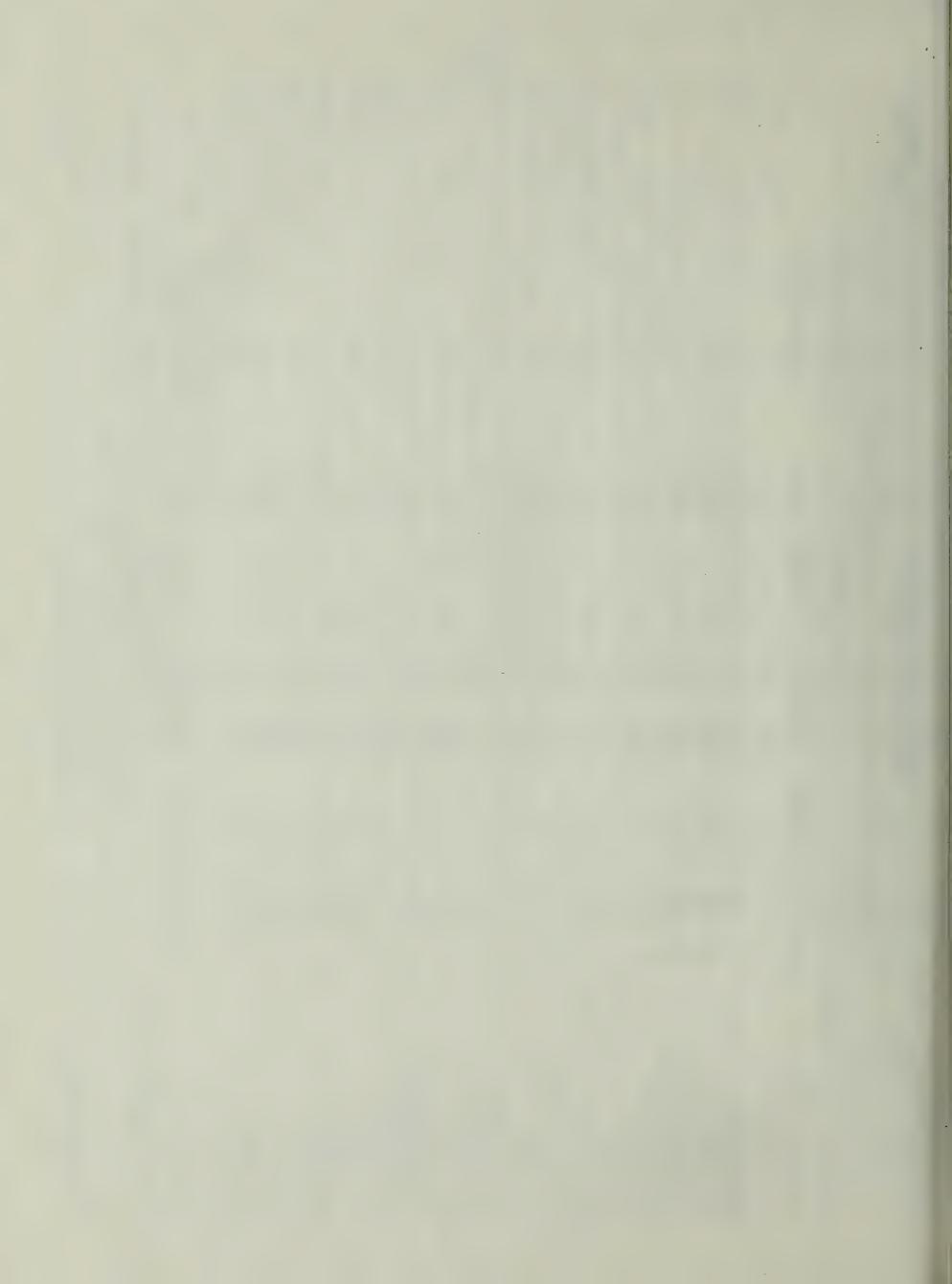
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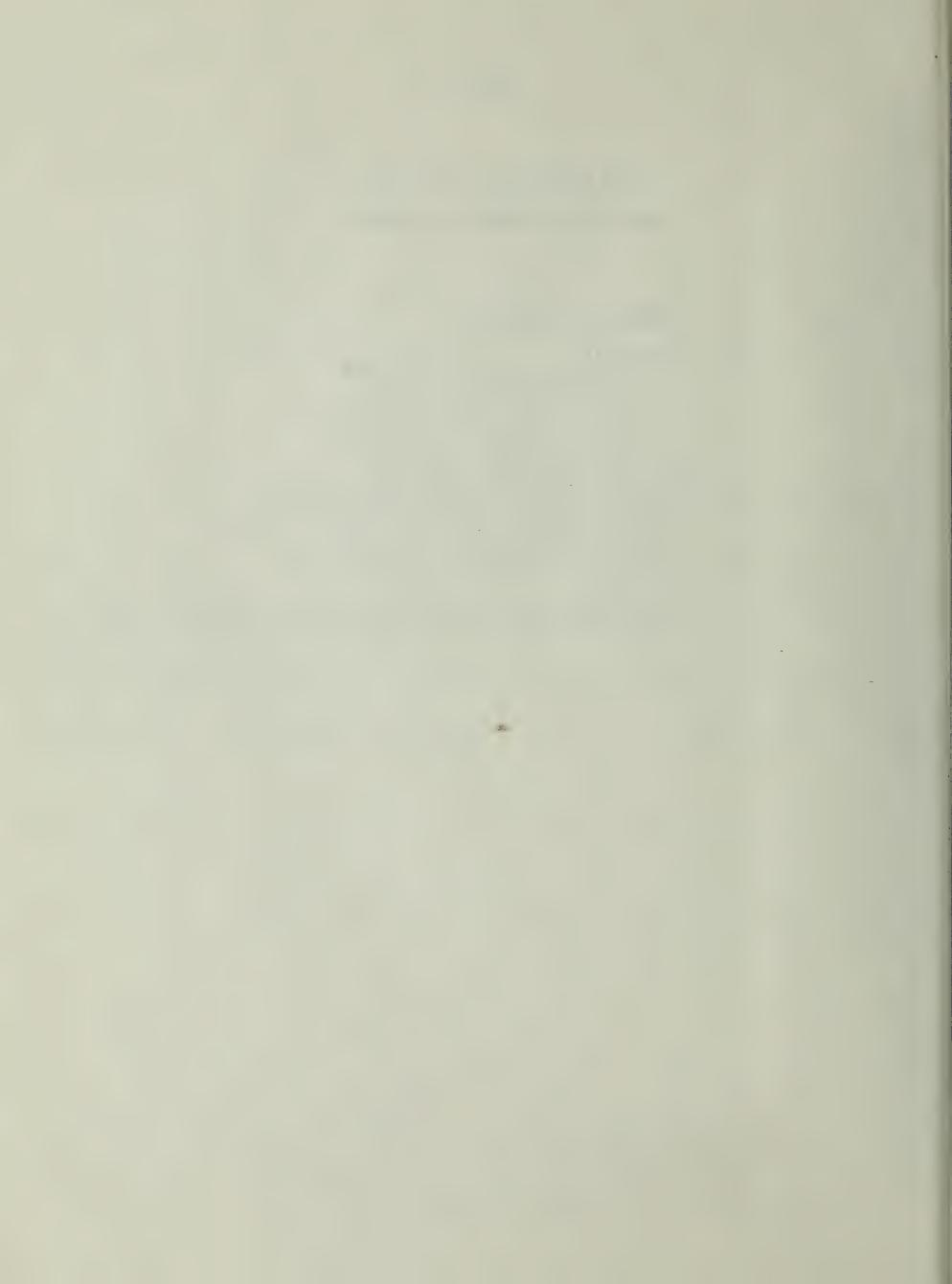
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#### SECTION VI

## LATER ELEMENTARY (4-6) WRITING EVALUATION INSTRUMENT CODE NUMBERS

CODE	EVALUATION INSTRUMENT
01	Local Test
02	Metropolitan Achievement Test, 1978
03	lowa Test of Basic Skills, 1971
04	lowa Test of Basic Skills, 1978-80
05	California Achievement Test, 1977-78
06	Stanford Achievement Test, 1972-73
07	SRA Achievement Series, 1978-79
08	California Achievement Test, 1970
09	Comprehensive Test of Basic Skills, 1973-74
10	Sequential Test of Educational Progress, 1979
11	Metropolitan Achievement Test, 1970
12	Laidlaw Curriculum Cumulative Test, 1975
13	State Test
14	Comprehensive Test of Basic Skills, 1981
15	Educational Records Bureau Comprehensive Testing (ETS), 1982



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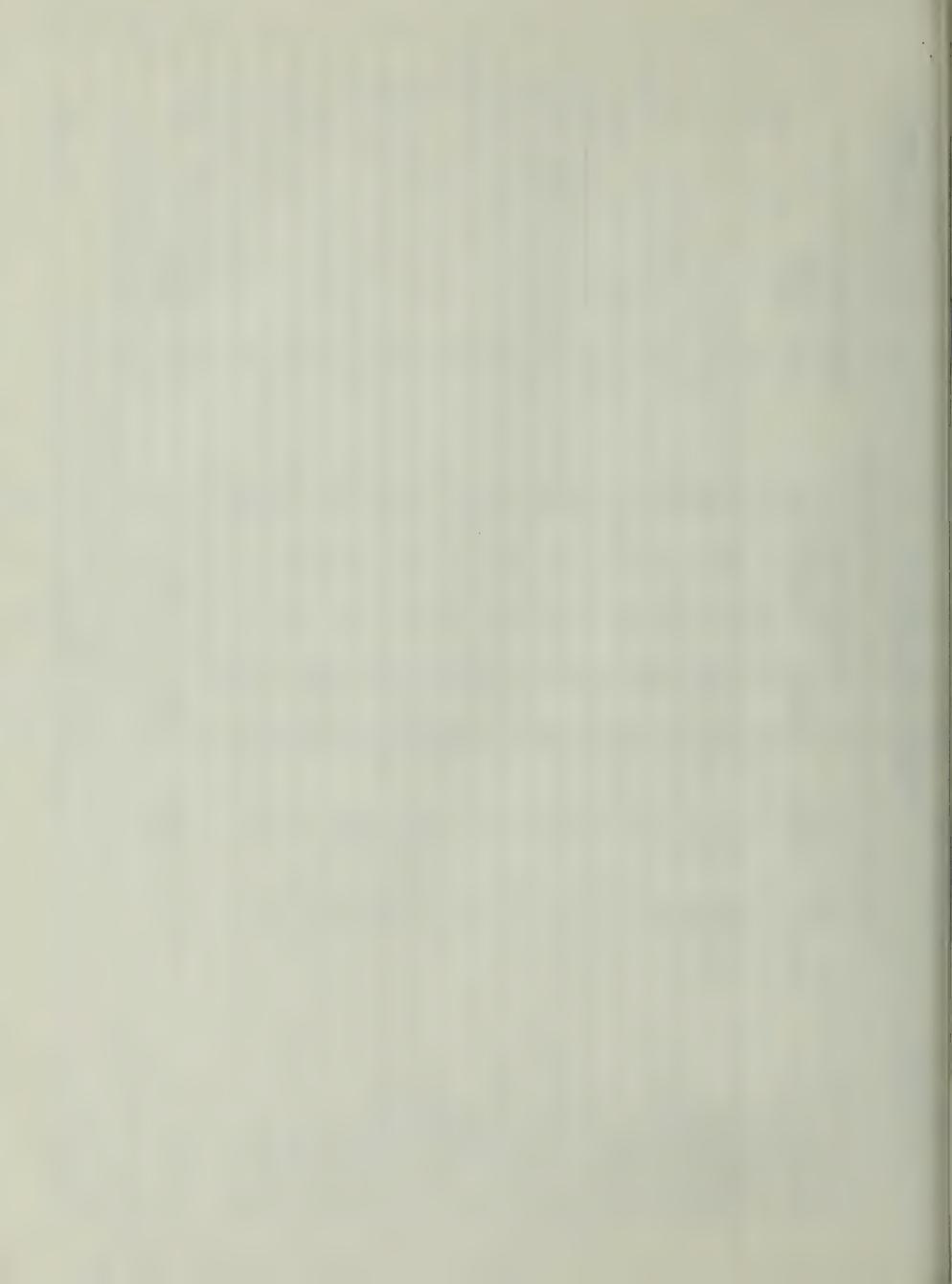
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#### SECTION VII

# LATER ELEMENTARY (4-6) MATHEMATICS EVALUATION INSTRUMENT CODE NUMBERS

CODE	INSTRUMENT
01	Local Test
02	lowa Test of Basic Skills, 1978-82
03	Stanford Diagnostic, 1976
04	Metropolitan Achievement Test, 1978
05	Sequential Tests of Educational Progress, 1979
06	Metropolitan Achievement Test, 1970-71
07	California Achievement Test, 1977-78
08	Comprehensive Test of Basic Skills, 1973-75
09	SRA Achievement Series, 1978-79
10	SCORE (Houghton-Mifflin), 1977
11	Stanford Achievement Test, 1972-74
12	SRA SOBAR Mathematics Mastery Test, 1975
13	Individual Criterion Reference Test (Educational Progress),
• <i>t</i>	1977-78
14	lowa Test of Basic Skills, 1971
15	California Achievement Test, 1970
16	MacMillan Mathematics Test, 1976
17	Comprehensive Test of Basic Skills, 1969
18	Individual Pupil Monitoring System (Houghton-Mifflin), 1978
19	Holt Curriculum Cumulative Test, 1978
20	Orbit Criterion Referenced Test (CTB/McGraw Hill) 1980-81
21	Diagnostic Mathematics Inventory (CTB/McGraw Hill), 1975-78
22	Stanford Achievement Test, 1978
23	Mathematics Around Us (Scott Foresman), 1978
24	Comprehensive Test of Basic Skills, 1981
25	Educational Records Bureau Comprehensive Testing, (ETS), 1982



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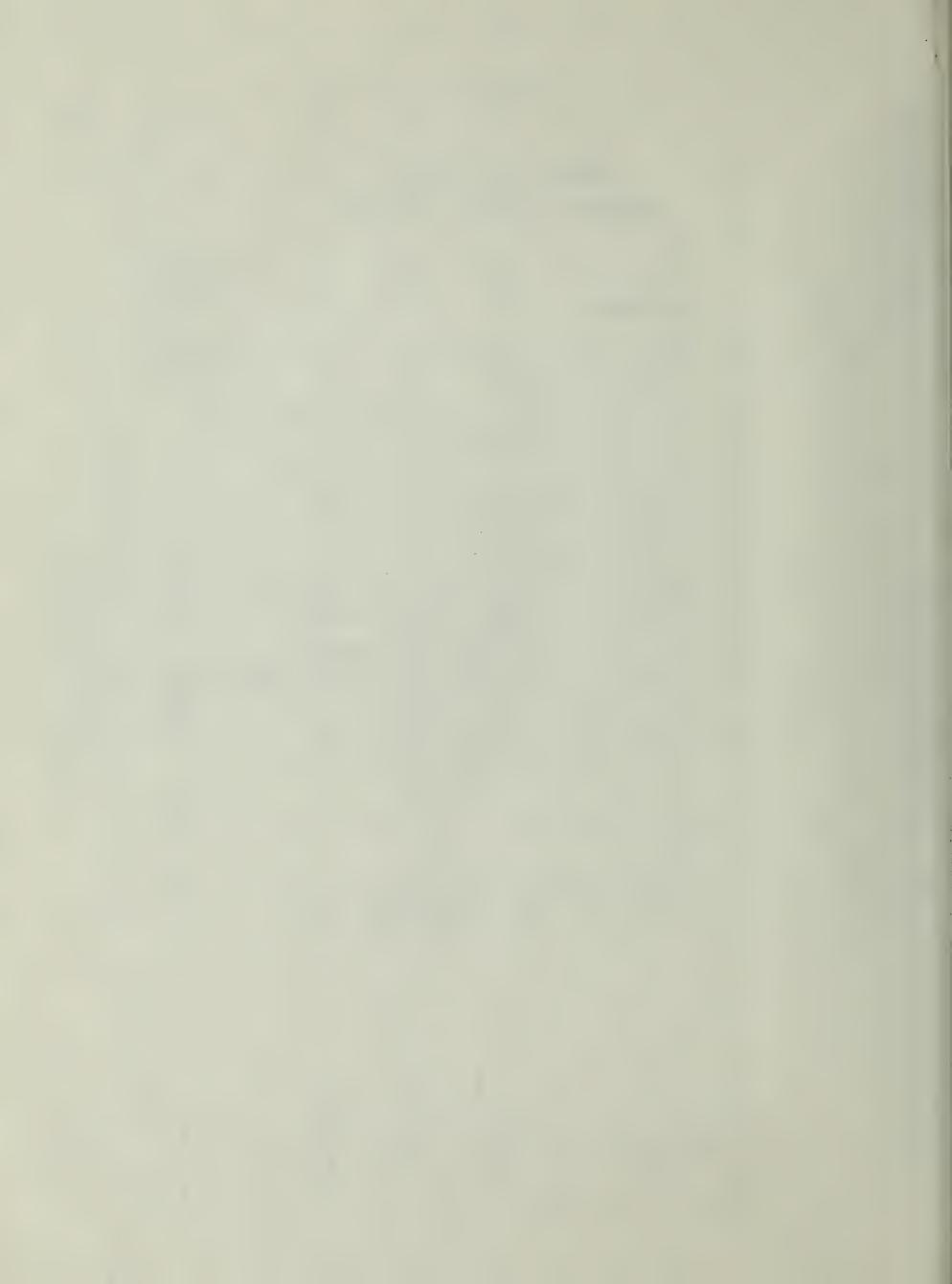
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### SECTION VIII

# SECONDARY (7-12) READING

### EVALUATION INSTRUMENT CODE NUMBERS

CODE	INSTRUMENT
01	Local Test
02	State Test, Form 2
03	State Test, Form 3
04	State Test, Form 4
05	Basic Skills Assessment (Addison-Wesley/ETS), 1977
06	State Test, Form 2 and 3
07	State Test, Form 1
08	State Test, Form 1 and 2
09	State Test. Form 1 and 3
10	State Test, Form 1 and 4
11	State Test, Form 2 and 4
12	State Test, Form 3 and 4
13	California Achievement Test, 1977-78
14	Comprehensive Test of Basic Skills, 1973-75
15	Comprehensive Testing Program, 1980-82
16	lowa Test of Basic Skills, 1978
17	Metropolitan Achievement Test, 1978-79
18 - 19	Senior High Performance of Reading Performance, 1977
20	Sequential Tests of Educational Progress, 1979 SRA Achievement Series, 1978
21	Stanford Achievement Test, 1972-73
22	Stanford Diagnostic, 1976
23	Test of Achievement and Proficiency, 1978
24	State Test, Form 2, 3, and 4
25	State Test, Form 1, 2, 3, and 4
26	State Test, Form 5
27	State Test, Form 6
28	State Test, Forms 5 and 6
29	State Test, Forms 2, 4 and 5
30	lowa Test of Basic Skills, 1981
31	Comprehensive Test of Basic Skills, 1981



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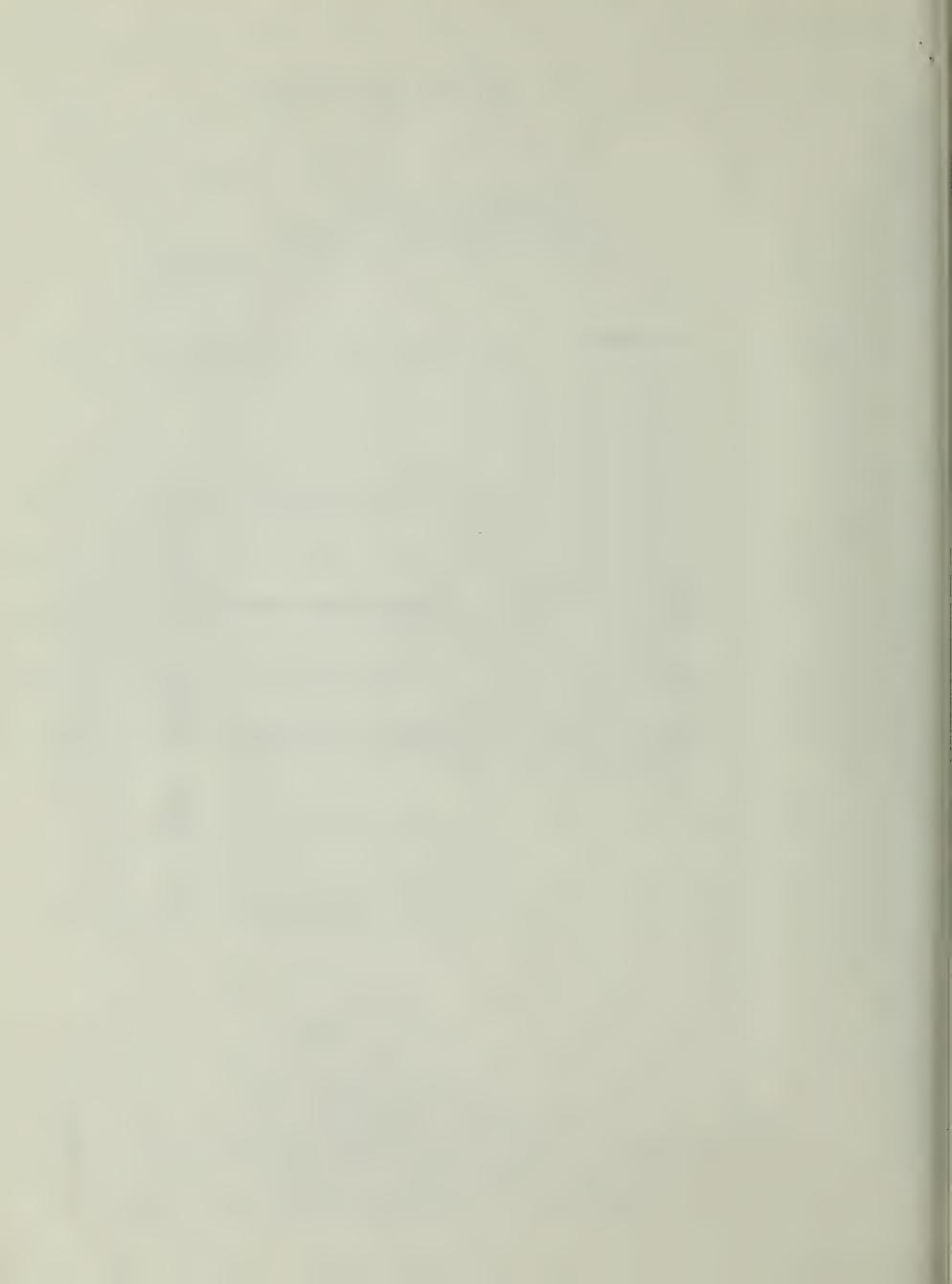
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#### SECTION IX

### SECONDARY (7-12) WRITING

### EVALUATION INSTRUMENT CODE NUMBERS

CODE	INSTRUMENT
01	Local Test
02	State Test, Form 2
03	State Test, Form 3
04	State Test, Form 4
05	State Test, Form 2 and 3
06	State Test, Form 1
07	State Test, Form 1 and 2
08	State Test, Form 1 and 3
09	State Test, Form 1 and 4
10	State Test, Form 2 and 4
11	State Test, Form 3 and 4
12	State Test, Form 2, 3, and 4
13	Basic Skills Assessment (Addison-Wesley/ETS), 1977
14	State Test, Form 1, 2, 3, and 4
15	A Writer's Skill (ETS)
16	State Test, Form 5
17	State Test, Form 6
18	State Test, Form 5 and 6
19	State Test, Form 4 and 6
20	State Test, Form 2, 3 and 5
21	State Test, Form 4 and 5
22	State Test, Form 3 and 5



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	15	981-85	ANNUAL REPO	DRT ON BASIC	SKILLS	IMPROVEM	NT PROGRAM	5		
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#### SECTION X

# SECONDARY (7-12) MATHEMATICS

# EVALUATION INSTRUMENT CODE NUMBERS

CODE	EVALUATION INSTRUMENT
01	Local Test
02	State Test, Form 2
03	State Test, Form 3
04	State Test, Form 4
05	Basic Skills Assessment(Addison-Wesley/ETS), 1977
06	State Test, Form 2 and 3
07	State Test, Form 1
08	State Test, Form 1 and 2
09	State Test, Form 1 and 3
10	State Test, Form 1 and 4
11	State Test, Form 2 and 4
12	State Test, Form 3 and 4
13	California Achievement Test, 1977-78
14	Comprehensive Test of Basic Skills, 1973-75
15	Comprehensive Testing Program. 1975
16	lowa Test of Basic Skills, 1978
17	Metropolitan Achievement Test, 1978
18	Sequential Tests of Educational Progress, 1979
19	SRA Achievement Series, 1978
20	Stanford Achievement Test, 1972-73
21	Stanford Diagnostic, 1976
22	Test of Achievement and Proficiency, 1978
23	State Test, Form 2, 3, and 4
24	State Test, Form 1, 2, 3, and 4
25	State Test, Form 5
26	State Test, Form 6
27	State Test, Form 5 and 6
28	State Test, Form 2, 4 and 5
29	lowa Test of Basic Skills, 1981
30	Comprehensive Test of Basic Skills, 1981
31	Comprehensive Testing Program, 1982

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** SECUNDARY (7-12)**	. STUDENTS EVALUATED	- STUDENTS EXEMPTED/NOT EVALUATED	-
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